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ABSTRACT

Summarizes findings from an evaluation of the Academy of the Canyons, a "middle college high school" which operates on the College of the Canyons (California) campus and is open to 11th and 12th grade students whose needs are not being met by the large comprehensive high schools. This evaluation, prepared as a component of the Academy's accreditation efforts, addresses student retention and success rates, college course enrollment by department, college math and English success by ethnicity and gender, college level math and English grades, University of California (UC) and California State University (CSU) units taken, and drop/add activity. In fall 2001, the Academy enrolled 160 juniors and seniors, representing a 19% increase over the fall 2000 enrollment. With respect to retention and student success, Academy students scored 7% higher than College of the Canyons students in fall 2001 and 3% higher in spring 2002. For Academy students enrolled between fall 2000 and spring 2002, the average number of UC and CSU units successfully passed for all 5 terms was 27. The authors conclude by asserting that the Academy students are successfully completing college course work requirements yet cite findings that underscore a need for additional support services. (Contains 12 figures and 9 tables.) (RC)

COLLEGE OF THE CANYONS

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Institutional Development and Technology

Academy of the Canyons Report Fall 2000 - Spring 2002

Report # 127

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Academy of the Canyons (AOC) Report

Fall 2000 - Spring 2002

Executive Summary

The Office of Institutional Development and Technology (IDT), in cooperation with Academy of the Canyons Principal, Dave LeBarron, conducted an evaluation of Academy of the Canyons, including student retention and success rates, college course enrollment by department, college math and English success by ethnicity and gender, college level math and English grades, UC and CSU units taken, and drop / add activity as of 1st census date.

Academy of the Canyons (AOC), a “middle college high school” is in its third year of operation on the College of the Canyons campus. AOC, a collaboration between the William S. Hart Union High School District and College of the Canyons, is designed to provide a supportive, flexible and academically enriched environment for students whose needs are not being met by the large comprehensive high schools. Academy of the Canyons is open to 11th and 12th grade high school students who “...have at least average academic ability, demonstrate they are independent enough to leave the comprehensive high school campus, and have the ability and desire to work hard.” The student body is smaller than traditional high schools, which allows students to get to know each other and their teachers better than they might at a traditional high school. All AOC students are enrolled in “Advisement”, a class designed to “...support students academically and socially in the college setting.” The faculty member for the class serves as the students’ advisor throughout the school year. This class fosters interaction and communication between students and teachers since students are required to meet with their advisor on a daily basis. In *Fall 2001*, AOC enrolled **160** juniors and seniors, which is an **increase of 19 percent** over the *Fall 2000 enrollment of 134*.

Typically, AOC students have shown potential to succeed. However, their lack of desire to be part of a traditional high school environment threatens their academic success. Many times the profiles of AOC students are those who:

- May have a discrepancy between their standardized scores and grades
- Show adequate social adjustment within the high school, but may be disconnected from the high school environment
- Are not tied to the home campus through participation in clubs, drama, or athletics
- May be creative, artistic, and / or individualistic (Source: AOC Brochure)

The purpose of the evaluation was to gather information useful to Academy of the Canyons and COC staff in preparing AOC’s accreditation self-study for the site visit of the Western Association of Accrediting Schools and Colleges (WAASC) and the final report required by the California Community Colleges Chancellor’s Office grant guidelines. While the data from the evaluation will be especially useful in illuminating the academic achievement of AOC students, the information is not intended to be the sole source for the accreditation.

Evaluation of AOC student success where retention and success were the outcome measures revealed that AOC students outperformed other non-concurrently enrolled COC students in the same classes. ***In fact, the success rate for AOC students was 7% higher than other COC students*** for Fall 2001! The measures of success for AOC students were comparable to other concurrently enrolled students, who were not enrolled at AOC. Retention rates were slightly higher for AOC, and success rates slightly lower for AOC. These results are compelling considering:

- AOC students completed 9 units on average for Fall 2001, and
- The scope and rigorous nature of the college courses attended by AOC students.

For the **Spring 2002** semester, ***the success rate for AOC students was 3% higher than other COC students and 2% higher than other concurrently enrolled students in the same sections!*** AOC success rate increased in the *Spring 2002* semester compared to the *Spring 2001*, **70 and 67 percent, respectively**. This increase can be attributed to a

policy change made at AOC for Spring 2002 enrollment in college courses, which reduced the number of units students are allowed to take. While AOC both retention and success rates increased from Spring 2001 to Spring 2002, retention and success rates continued to show a decline from the Fall 2001 to Spring 2002 semester

The success of concurrently enrolled AOC students was further analyzed disaggregating by ethnicity and gender for math and English courses. In Fall 2001, 10 course enrollments in math (duplicated) were completed by Latino students concurrently enrolled at AOC. Of those, 70 percent (7 course enrollments) were completed with a grade of "C" or higher. Enrollment in math courses by Asian, African-American and Filipino students increased from Fall 2000 to Fall 2001; however, groups that experienced a decrease in enrollment for the same terms were Latino, Native American, Other Non-White and White students. The most notable drop in enrollment was among White students, whom experienced a decrease of 17 enrollments in math courses. *Ninety-eight* course enrollments in math were completed by female students concurrently enrolled at AOC compared to 43 course enrollments for men. Females had higher success rates in math courses than did males for all semesters examined.

AOC students enrolled in English to a much lesser degree than math. One reason could be that more high school level English than math classes are offered at AOC.

The number of UC and CSU transferable units successfully passed by AOC students during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002 was analyzed. The results for Fall 2001, Spring 2002 and AOC students present during all five terms (Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002) are shown below:

➤ **Fall 2001**

- Median number of UC / CSU units successfully passed: 4 units.
- Forty-one percent successfully passed between 4 and 6 units, 36 percent successfully passed between 1 and 3 units, 19 percent successfully passed between 7 and 9 units, and 5 percent successfully passed between 10 and 12 units.

➤ **Spring 2002**

- Median number of UC / CSU units successfully passed: 6 units.
- Thirty-five percent successfully passed between 1 and 3 units, 33 percent successfully passed between 4 and 6 units, 23 percent successfully passed between 7 and 9 units, and 10 percent successfully passed between 10 and 12 units.

➤ **AOC students present during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002**

- Median number of UC / CSU units successfully passed for all five terms: 27 units.

Analysis of the drop / add activity of AOC students as of 1st census date revealed that on average students are adding 3 courses (Fall 2000, Spring 2001, Fall 2001 and Spring 2002). The average number of drops is less than 1 per student.

Overall, AOC students are successfully completing college course work requirements identified by AOC as seen in the aforementioned retention and success rates. Although there is a pattern of retention and success rates decreasing from the Fall 2001 to Spring 2002 semester, albeit smaller than the prior academic year, consideration can be given to exploring ways to provide additional support services designed to help minimize the decrease in retention and success rates from the Fall to Spring semester.

Table of Contents

Introduction	3
Methods	4
Major Findings	5
Conclusion.....	16

Index of Figures and Tables

Figures

Figure 1. Fall 2001 Retention and Success Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students	5
Figure 2. Spring 2002 Retention and Success Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students	5
Figure 3. Retention Rates for AOC Students: Fall 2000, Spring 2001, Fall 2001 and Spring 2002	6
Figure 4. Success Rates for AOC Students: Fall 2000, Spring 2001, Fall 2001 and Spring 2002	6
Figure 5. Fall 2000 UC and CSU Units Successfully Passed by AOC Students	12
Figure 6. Spring 2001 UC and CSU Units Successfully Passed by AOC Students	12
Figure 7. Summer 2001 UC and CSU Units Successfully Passed by AOC Students	13
Figure 8. Fall 2001 UC and CSU Units Successfully Passed by AOC Students	13
Figure 9. Spring 2002 UC and CSU Units Successfully Passed by AOC Students	14
Figure 10. UC and CSU Units Successfully Passed by AOC Students Present During Fall 2000, Spring 2001, Summer 2001, Fall 2001, and Spring 2002 Combined.....	14
Figure 11. Number of Adds by AOC Students as of First Census Date.....	15
Figure 12. Number of Drops by AOC Students as of First Census Date	15

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Tables

Table 1.	Success by Ethnicity: COC Math Courses.....	7
Table 2.	Success by Ethnicity: COC English Courses.....	7
Table 3.	Success by Gender: COC Math Courses	8
Table 4.	Success by Gender: COC English Courses.....	8
Table 5.	AOC Enrollment in COC Math Courses by Level	9
Table 6.	AOC Enrollment in COC English Courses by Level.....	9
Table 7.	AOC Grade Distribution in Math and English Compared to Other COC Students in the Same Sections.....	10
Table 8.	AOC Course Enrollment in COC Courses by Academic Department - Fall 2001	11
Table 9.	AOC Course Enrollment in COC Courses by Academic Department – Spring 2002	11

Introduction

The Office of Institutional Development and Technology (IDT), in cooperation with Academy of the Canyons Principal, Dave LeBarron, conducted an evaluation of Academy of the Canyons, including student retention and success rates, college course enrollment by department, college math and English success by ethnicity and gender, college level math and English grades, UC and CSU units taken, and drop / add activity as of 1st census date.

Academy of the Canyons (AOC), a “middle college high school”, is in its third year of operation on the College of the Canyons campus. AOC, a collaboration between the William S. Hart Union High School District and College of the Canyons, is designed to provide a supportive, flexible and academically enriched environment for students whose needs are not being met by the large comprehensive high schools. Academy of the Canyons is open to 11th and 12th grade high school students who “...have at least average academic ability, demonstrate they are independent enough to leave the comprehensive high school campus, and have the ability and desire to work hard.” The student body is smaller than traditional high schools, which allows students to get to know each other and their teachers better than they might at a traditional high school. All AOC students are enrolled in “Advisement”, a class designed to “...support students academically and socially in the college setting.” The faculty member for the class serves as the students’ advisor throughout the school year. This class fosters interaction and communication between students and teachers since students are required to meet with their advisor on a daily basis. In *Fall 2001*, AOC enrolled **160** juniors and seniors, which is an **increase of 19 percent** over the *Fall 2000 enrollment* of **134**.

Typically, AOC students have shown potential to succeed. However, their lack of desire to be part of a traditional high school environment threatens their academic success. Many times the profiles of AOC students are those who:

- May have a discrepancy between their standardized scores and grades.
- Show adequate social adjustment within the high school, but may be disconnected from the high school environment.
- Are not tied to the home campus through participation in clubs, drama, or athletics.
- May be creative, artistic, and / or individualistic (Source: AOC Brochure).

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The purpose of the evaluation was to gather information useful to Academy of the Canyons and COC staff in preparing AOC's accreditation self-study for the site visit of the Western Association of Accrediting Schools and Colleges (WAASC) and the final report required by the California Community Colleges Chancellor's Office grant guidelines. While the data from the evaluation will be especially useful in illuminating the academic achievement of AOC students, the information is not intended to be the sole source for the accreditation.

Methods

Evaluation of Academy of the Canyons included:

- Fall 2001 Retention and Success Compared to Concurrently Enrolled Students (Not AOC) and all other COC students.
- Spring 2002 Retention and Success Compared to Concurrently Enrolled Students (Not AOC) and all other COC students.
- Fall 2001 Course Enrollment by Academic Department.
- Spring 2002 Course Enrollment by Academic Department.
- Math and English (Fall 2000, Spring 2001, Fall 2001 and Spring 2002):
 - Success Rates by ethnicity and gender
 - Enrollment by course level
 - Grades awarded for AOC students compared to all other students in same sections
- Total and median UC and CSU successfully passed for Fall 2000, Spring 2001, Summer 2001, Fall 2001, and Spring 2002, including analysis of AOC students present in all five terms (Fall 2000, Spring 2001, Summer 2001, Fall 2001, and Spring 2002).
- Drop / Add activity for Fall 2000, Spring 2001, Fall 2001 and Spring 2002 as of 1st census date.

Throughout the report “enrollment” is defined as the number of courses that students are enrolled in. For example, if five students are each enrolled in two courses, there would be 10 enrollments. The “number of students” will refer to the number of students where students are only counted once. Success rates for math and English courses are only reported for groups with at least 10 enrollments.

Analyses were performed using the College's Management Information System (MIS), SPSS and Excel. MIS files used were the 320, USX, UST, and UCB files for Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002.

Major Findings

Recently, Academy of the Canyons was evaluated using outcome measures that were based on students' success in college courses. Two measures used were students' retention (completing the college courses without withdrawing) and success (passing the college courses with a "C" or better). AOC students were compared to other (not AOC) concurrently enrolled students and all other (non-high school) COC students in the same college classes.

As is evidenced by Figure 1, AOC students outperformed other COC students in the same classes.

In fact, the success rate for AOC students was 7% higher than other COC students! The measures of success for AOC students were comparable to non-AOC concurrently enrolled students, with retention rates slightly higher for AOC, and success rates slightly lower for AOC.

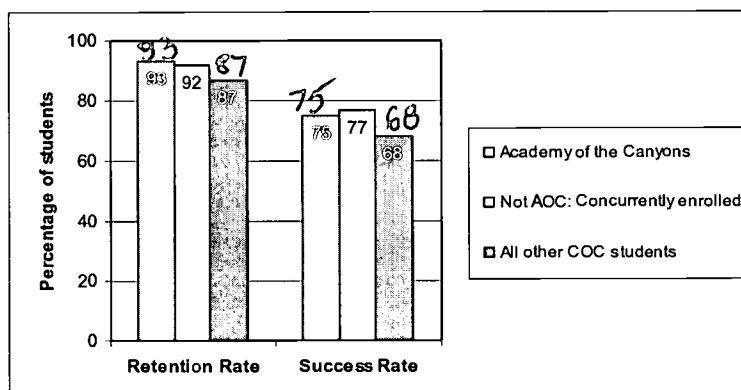


Figure 1. Fall 2001 Retention and Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students

As is evidenced by Figure 2, AOC students slightly outperformed concurrently enrolled students

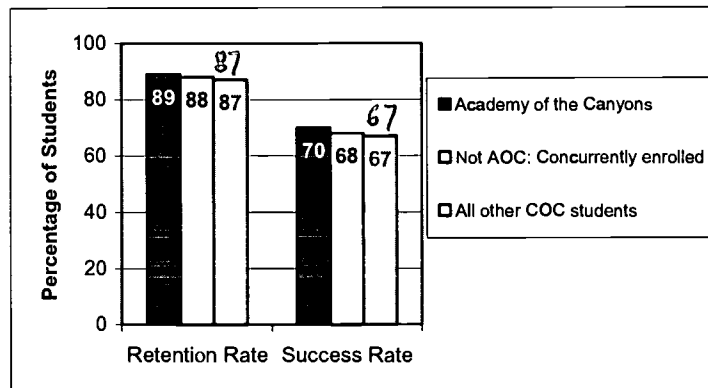


Figure 2. Spring 2002 Retention and Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students

and other non-concurrently enrolled COC students in the same classes in the Spring 2002 semester. *In fact, the success rate for AOC students was 3% higher than other COC students and 2% higher than other concurrently enrolled students (not enrolled at AOC)!* AOC success rate increased in the Spring 2002 semester compared to the Spring 2001, 70 and 67 percent, respectively. This increase can be

attributed to a policy change made at AOC for Spring 2002 enrollment in college courses, which reduced the number of units students are allowed to take.

While AOC both retention and success rates increased from Spring 2001 to Spring 2002, retention and success rates continued to show a decline from the Fall 2001 to Spring 2002 semester. Comparing *Fall 2000 - Spring 2001* and *Fall 2001 - Spring 2002*, retention and success rates

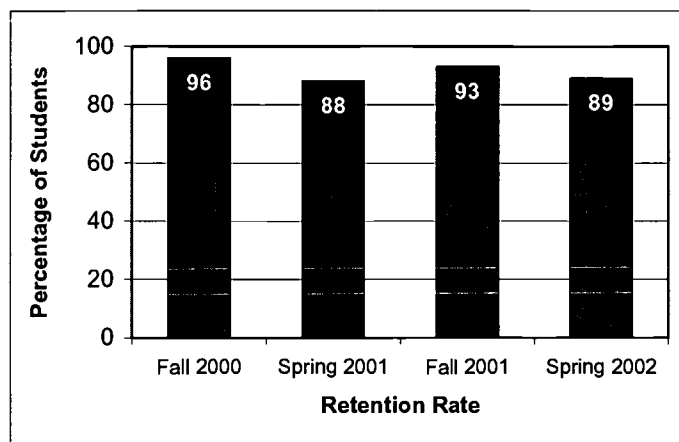


Figure 3. Retention Rates for AOC students: Fall 2000, Spring 2001, Fall 2001 and Spring 2002

declined across all groups (Academy of the Canyons, Not AOC: Concurrently enrolled and all other COC students in the same sections) in the Spring semesters. Figures 3 and 4 illustrate the retention and success rates for Fall 2000, Spring 2001, Fall 2001 and Spring 2002.

Comparing the retention rates for Spring 2001 and Spring 2002, AOC students had a slight increase of 1 percent. AOC retention rate for the Fall 2000 to Fall 2001 semester; however, decreased slightly 96 and 93 percent, respectively. While the retention increase slightly from the Spring 2001 to Spring 2002 semester, retention rates show a decrease from the Fall to Spring semesters for both the 2000-2001 and 2001-2002 academic years.

Similarly, when comparing the success rates for Spring 2001 and Spring 2002, AOC students had a *slight increase of three percent* from the Spring 2001 to Spring 2002 semester. However, the success rate decrease by nine percent from the Fall 2000 to Fall 2001 semester.

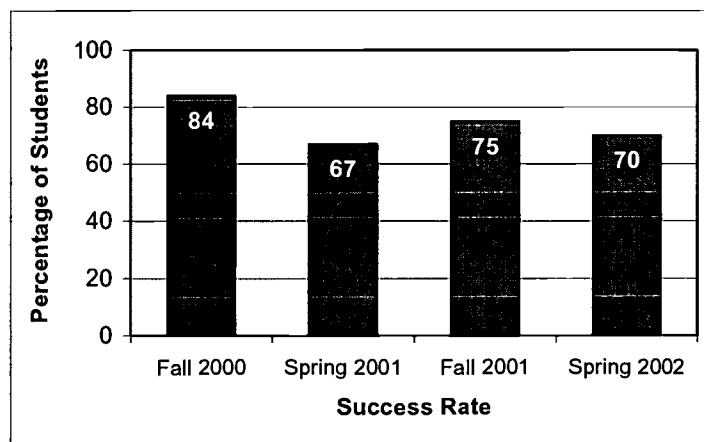


Figure 4. Success Rates for AOC students: Fall 2000, Spring 2001, Fall 2001 and Spring 2002

The success of concurrently enrolled AOC students was further analyzed disaggregating by ethnicity and gender for

math and English courses. Tables 1 and 2 show the number of course enrollments in math and English and the success rates by ethnicity. In Fall 2001, 10 course enrollments in math were completed by Latino students concurrently enrolled at AOC. Of those, 70 percent (7 course enrollments) were completed with a grade of "C" or higher.

AOC students enrolled in English to a much lesser degree than math.

Table 1. Success by Ethnicity: Math Courses

	Fall 2000		Spring 2001		Fall 2001		Spring 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Asian	N/A	8	N/A	5	54	13	N/A	8
Black	N/A	1	N/A	1	N/A	4	N/A	3
Filipino	N/A	2	N/A	1	N/A	2	N/A	4
Latino	75	16	N/A	7	70	10	20	10
Native Amer	N/A	2	N/A	1	N/A	0	N/A	0
Other	75	20	N/A	7	64	14	N/A	9
White	67	90	50	46	58	73	40	43
Not Reported	N/A	2	N/A	2	N/A	6	N/A	5
Total		141		70		122		82

*Note: Success rates only reported for groups with 10 or more enrollments.

Table 2. Success by Ethnicity: English Courses

	Fall 2000		Spring 2001		Fall 2001		Spring 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Asian	N/A	0	N/A	0	N/A	1	N/A	3
Black	N/A	0	N/A	0	N/A	0	N/A	1
Filipino	N/A	0	N/A	0	N/A	1	N/A	0
Latino	N/A	0	N/A	0	N/A	0	N/A	1
Native Amer	N/A	0	N/A	0	N/A	0	N/A	0
Other	N/A	1	N/A	0	N/A	3	N/A	2
White	N/A	2	N/A	5	N/A	5	100	12
Not Reported	N/A	0	N/A	0	N/A	0	N/A	0
Total		3		5		10		19

*Note: Success rates only reported for groups with 10 or more enrollments.

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Tables 3 and 4 show the number of course enrollments in math and English and the success rates for men and women. For example, 98 course enrollments in math were completed by female students concurrently enrolled at AOC in Fall 2000. Of those, 71 percent (70 course enrollments) were completed with a grade of "C" or higher.

Women had higher success rates in math courses than did men for all semesters examined. AOC students enrolled in English to a much lesser degree than math. One reason could be that more high school level English than math classes are offered at AOC. The reader should use caution in interpreting the success rates for any group with low enrollments because small changes in number can result in large changes in percentages.

Table 3. Success by Gender: Math Courses

	Fall 2000		Spring 2001		Fall 2001		Spring 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Female	71	98	45	49	61	72	55	47
Male	67	43	38	21	56	50	31	35
Total		141		70		122		82

*Note: Success rates only reported for groups with 10 or more enrollments.

Table 4. Success by Gender: English Courses

	Fall 2000		Spring 2001		Fall 2001		Spring 2002	
	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment	% Success	Enrollment
Female	N/A	2	N/A	4	N/A	8	94	18
Male	N/A	1	N/A	1	N/A	2	N/A	1
Total		3		5		10		19

*Note: Success rates only reported for groups with 10 or more enrollments.

Tables 5 and 6 show the levels of math and English courses completed by AOC students concurrently enrolled at COC. Here, course levels are represented by the course number. For example, 35 AOC students completed Math-070 (intermediate algebra) in Fall 2001.

Table 5. AOC Enrollment in COC Math Courses by Level

Course Title and Number	Fall 2000	Spring 2001	Fall 2001	Spring 2002
	Enrollment	Enrollment	Enrollment	Enrollment
Math Lab for Mediated Learning (010)	7	3	12	5
Arithmetic (025)	5	0	2	0
Arithmetic – Mediated Learning (026)	2	2	0	0
Algebra Preparation (Part A) - 057	22	0	0	0
Algebra Preparation (Part B) - 058	19	1	12	2
Developmental Algebra (059)	5	1	7	1
Elementary Algebra (060)	20	15	26	18
Geometry (063)	0	1	1	0
Intermediate Algebra (070)	46	13	35	20
Trigonometry (102)	1	5	10	5
College Algebra (103)	11	19	13	14
Math for Elementary School Teachers (130)	0	1	0	2
Intro Statistics (140)	2	4	0	2
Calculus (211)	2	4	3	12
Calculus II (212)	0	1	1	1
Total	142	70	122	82

Table 6. AOC Enrollment in COC English Courses by Level

Course Title and Number	Fall 2000	Spring 2001	Fall 2001	Spring 2002
	Enrollment	Enrollment	Enrollment	Enrollment
Reading Skills (034)	0	0	0	2
Study Skills / Listening & Note taking (063)	0	0	1	1
Introduction to College Reading (080)	0	1	1	2
Writing Skills (090)	2	2	0	2
Introduction to Technical Writing (092)	0	0	0	1
English Composition & Literature (101)	1	1	4	1
Honors English Composition & Literature (101H)	0	0	1	0
Intermediate Composition, Literature & Critical Thinking (102)	0	0	0	3
Critical Reading, Writing & Thinking (103)	0	1	0	0
Creative Writing (105)	0	0	2	1
American Literature (260)	0	0	0	1
Introduction to Poetry (263)	0	0	1	0
Mythology (271)	0	0	0	5
Total	3	5	10	19

Further analyses were performed to investigate the distribution of actual grades in math and English compared with all other COC students in the same sections. For example, 11 "A" grades were awarded to AOC students for math courses completed in Fall 2001.

Table 7. AOC Grade Distribution in Math and English Compared to Other COC Students in the Same Sections

MATH						ENGLISH			
AOC	Grade	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2000	Spring 2001	Fall 2001	Spring 2002
	A	22	13	11	7	2	2	4	10
	B	34	7	25	9	1	1	2	4
	C	42	10	29	17	0	1	1	1
	CR	1	0	7	4	0	0	1	3
	D	13	12	18	6	0	1	0	0
	F	15	10	19	20	0	0	2	0
	FW	N/A	N/A	N/A	4	0	0	0	0
	IF	2	0	0	0	0	0	0	0
	MW	0	0	0	0	0	0	0	0
	NC	4	3	3	1	0	0	0	0
	W	8	15	10	14	0	0	0	1
	Total	141	70	122	82	3	5	10	19
All Other Students (Same Sections)	A	233	150	217	140	19	56	52	62
	B	357	190	269	187	23	51	55	71
	C	423	183	344	206	11	36	42	33
	CR	59	49	76	17	0	35	15	31
	D	132	107	116	110	15	16	9	14
	F	365	231	308	143	18	28	28	34
	FW	N/A	N/A	N/A	33	N/A	N/A	N/A	6
	IF	2	6	1	4	2	1	1	0
	MW	0	0	2	0	0	0	0	0
	NC	94	71	79	24	0	17	6	14
	W	270	170	344	197	10	39	38	64
	Total	1935	1157	1756	1061	98	279	246	329

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Tables 8 and 9 illustrate AOC student enrollment by academic department for Fall 2001 and Spring 2002. In total, AOC students enrolled in courses from 39 different departments, including 182 in Personal Development, 122 in math and 52 in physical education during the Fall 2001 semester. During the Spring 2002 semester, AOC students enrolled in courses from 38 different departments, including 82 in math, 79 in physical education, and 63 in general studies. As previously mentioned, AOC students were limited as to the number of units they could enroll in for the Spring 2002 semester due to policy change at the Academy.

Table 8. AOC Course Enrollment by Academic Department - Fall 2001

Admin of Justice	1	Chemistry	4	Computer Science	9	English	10	Journalism	4	Physical Education	52	Spanish	10
Anthropology	2	Child Development	1	Communication Studies	4	French	4	Math	122	Physics	1	Theater	8
Art	13	Cinema	3	Coop Work Experience	3	General Studies	63	Music	14	Political Science	2	TOTAL	640
Astronomy	2	Computer Info Tech	9	Dance	18	Geology	5	Personal Development	182	Psych	18		
Bio Sciences	5	Computer Electronics	3	Design Arts Tech	7	German	2	Philosophy	4	Radio/TV/Film	5		
Business	6	Computer Networking	5	Economics	1	History	5	Photography	12	Sign Language	12		

Table 9. AOC Course Enrollment by Academic Department - Spring 2002

Art	19	Computer Info Tech	20	Economics	4	History	6	Photo	7	Spanish	2
Astronomy	4	Computer Networking	1	English	19	Health Sciences	3	Physical Education	79	Theater	8
Bio Sciences	5	Computer Science	6	Engineering	1	Journalism	1	Physics	1	Welding	4
Business	6	Communication Studies	9	Fire Tech	1	Math	82	Political Science	2	Total	494
Chemistry	3	Coop Work Experience	1	French	3	Music	19	Psychology	28		
Child Development	2	Dance	14	General Studies	63	Personal Development	25	Sign Language	3		
Cinema	13	Design Arts Tech	7	Geology	2	Philosophy	7	Sociology	14		

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The number of UC and CSU transferable units successfully passed by AOC students during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002 was analyzed. In addition, an analysis was done to determine the total number of UC and CSU units successfully passed by AOC students present during all five terms (Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002). Note: Successfully passed is defined as passing UC and CSU courses with a “C” or better.

Fall 2000 UC / CSU Units

- **Median** number of UC / CSU units successfully passed: 3 units
- **Fifty percent** successfully passed between 1 and 3 units,
- **Thirty-five percent** successfully passed between 4 and 6 units;
- **Thirteen percent** successfully passed between 7 and 9 units and
- **Two percent** successfully passed between 10 and 12 units.

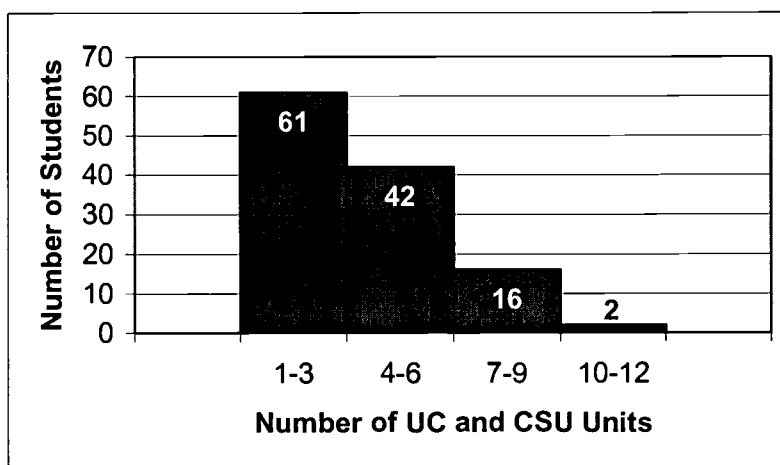


Figure 5: Fall 2000 UC and CSU Units Successfully Passed by AOC Students

Spring 2001 UC / CSU Units

- **Median** number of UC / CSU units successfully passed: 4 units
- **Thirty-four percent** successfully passed between 1-3 units and 4-6 units (each),
- **Twenty-four percent** successfully passed between 7 and 9 units, and
- **Nine percent** successfully passed between 10 and 12 units.

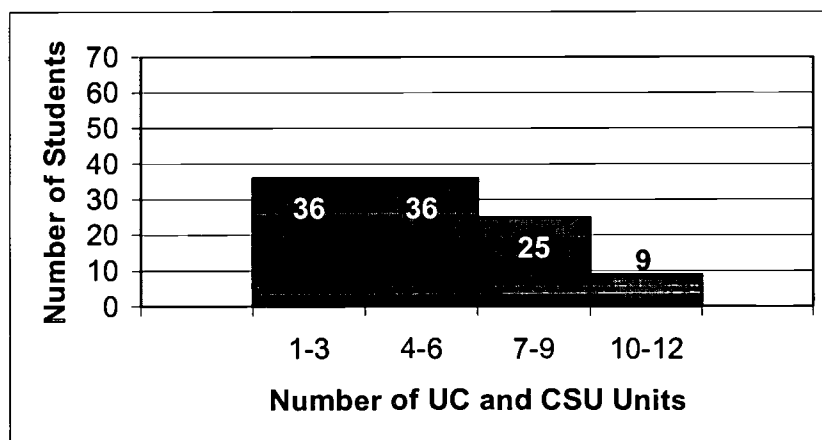


Figure 6: Spring 2001 UC and CSU Units Successfully Passed by AOC Students

Summer 2001 UC / CSU Units

- **Median** number of UC / CSU units successfully passed: 3 units.
- **Sixty-five percent** successfully passed between 1 and 3 units,
- **Twenty-four percent** successfully passed between 4 and 6 units, and
- **Eleven percent** successfully passed between 7 and 9 units.

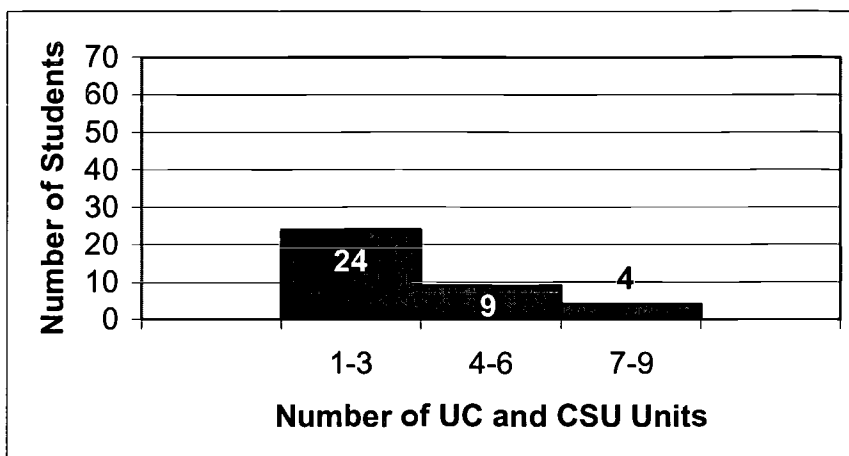


Figure 7. Summer 2001 UC and CSU Units Successfully Passed by AOC Students

Fall 2001 UC / CSU Units

- **Median** number of UC / CSU units successfully passed: 4 units.
- **Thirty-six percent** successfully passed between 1 and 3 units,
- **Forty-one percent** successfully passed between 4 and 6 units,
- **Nineteen percent** successfully passed between 7 and 9 units, and
- **Five percent** successfully passed between 10 and 12 units.

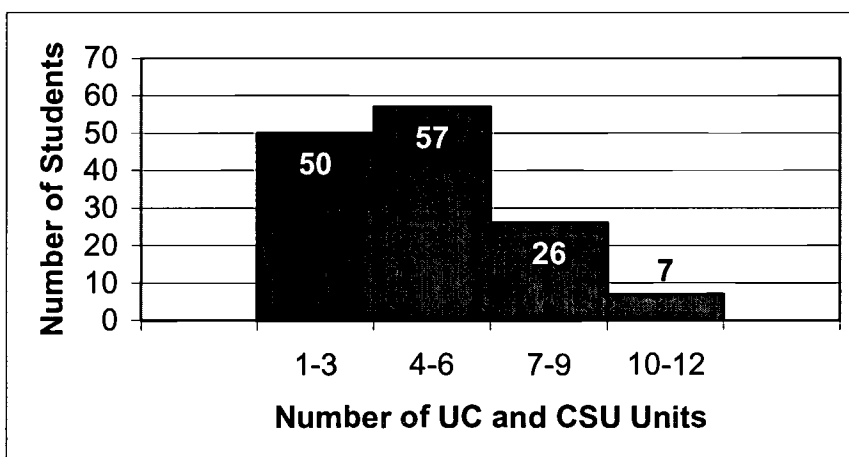


Figure 8. Fall 2001 UC and CSU Units Successfully Passed by AOC Students

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Spring 2002 UC / CSU Units

- **Median** number of UC / CSU units successfully passed: 6 units.
- **Thirty-five percent** successfully passed between 1 and 3 units,
- **Thirty-three percent** successfully passed between 4 and 6 units,
- **Twenty-three percent** successfully passed between 7 and 9 units, and
- **Ten percent** successfully passed between 10 and 12 units.

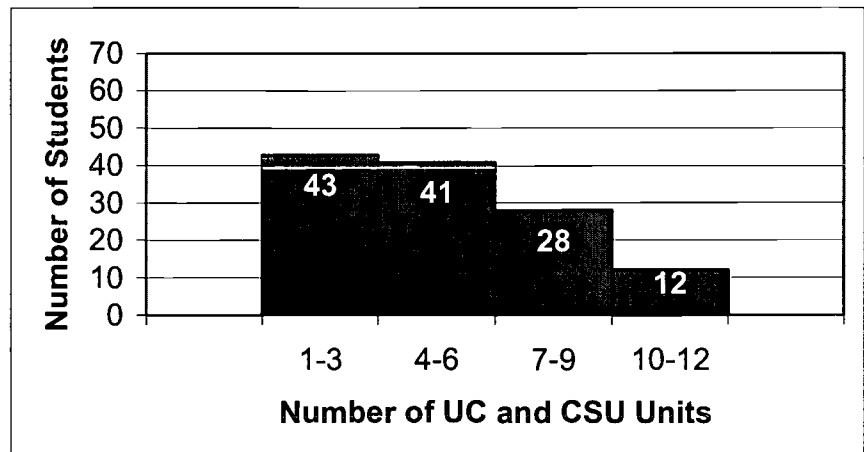


Figure 9. Spring 2002 UC and CSU Units Successfully Passed by AOC Students

AOC students present during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002

- **Median** number of UC / CSU units successfully passed for all five terms: 27 units.

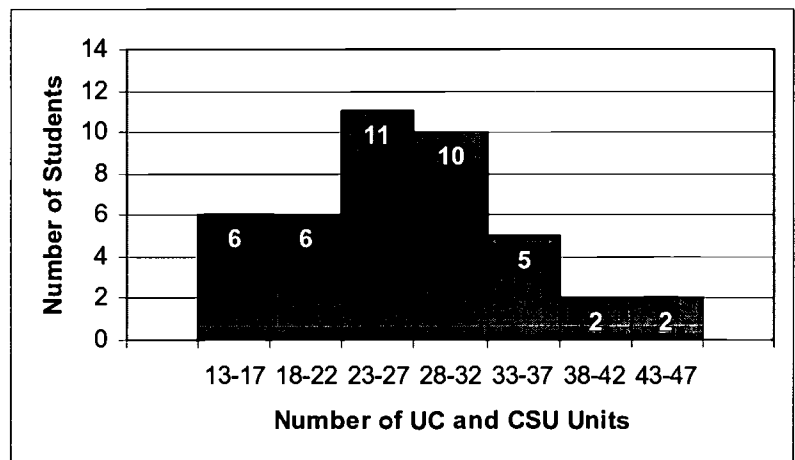
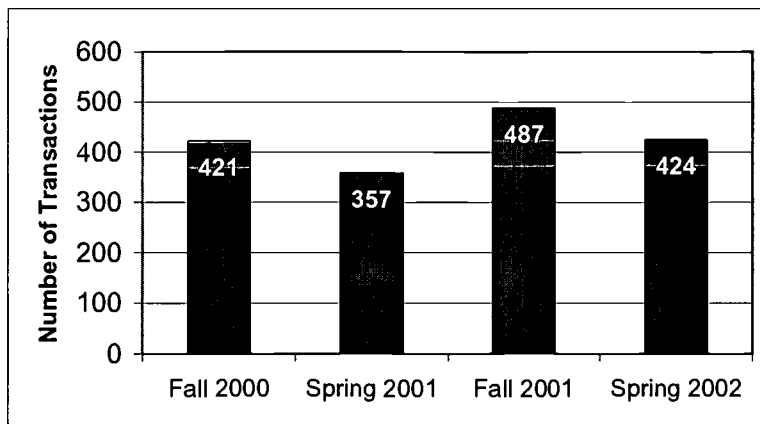


Figure 10. UC and CSU Units Successfully Passed by AOC Students Present During Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002 Combined.

An analysis was performed to determine the drop / add activity for AOC students as of first census date, including the average number of adds and drops per student. First census date is defined as the fourth Monday after a term begins. Results for AOC students' drop / add activity is shown below in Figures 11 and 12.



The average number of adds per student for Fall 2000, Spring 2001, Fall 2001 and Spring 2002 was 3 per term. On average each AOC student is adding 3 courses.

Figure 11: Number of Adds by AOC Students as of First Census Date.

*Note: Total Number of AOC Students for Fall 2000 (130), Spring 2001 (124), Fall 2001 (156) and Spring 2002 (144) as of First Census Date.

The average number of drops per student for Fall 2000, Spring 2001, Fall 2001 and Spring 2002 was less than one.

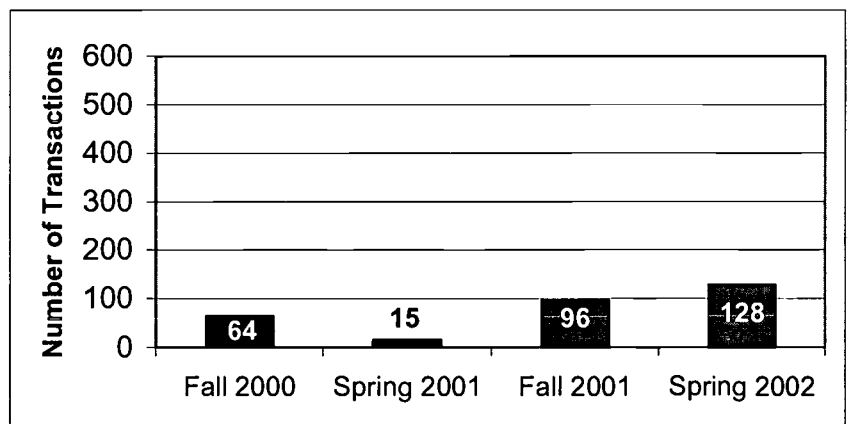


Figure 12: Number of Drops by AOC Students as of First Census Date.

*Note: Total AOC Number of AOC Students for Fall 2000 (130), Spring 2001 (124), Fall 2001 (156) and Spring 2002 (144) as of First Census Date.

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Conclusions

Evaluation of AOC student success where retention and success were the outcome measures revealed that AOC students outperformed other non-concurrently enrolled COC students in the same classes. ***In fact, the success rate for AOC students was 7% higher than other COC students for Fall 2001!*** The measures of success for AOC students were comparable to non-AOC concurrently enrolled students, with retention rates slightly higher for AOC, and success rates slightly lower for AOC. These results are compelling considering:

- AOC students completed 9 units each on average for Fall 2001 and 8 units each on average for Spring 2002 (each), and
- The scope and rigorous nature of the college courses attended by AOC students.

For the Spring 2002 semester, the success rate for AOC students was **3% higher** than other COC students and **2% higher** than other concurrently enrolled students in the same sections! AOC success rate increased in the *Spring 2002* semester compared to the *Spring 2001*, 70 and 67 percent, respectively. This increase can be attributed to a policy change made at AOC for Spring 2002 enrollment in college courses, which reduced the number of units students are allowed to take. While AOC both retention and success rates increased from Spring 2001 to Spring 2002, retention and success rates continued to show a decline from the Fall 2001 to Spring 2002 semester. Comparing *Fall 2000 - Spring 2001* and *Fall 2001 - Spring 2002*, retention and success rates declined across all groups (Academy of the Canyons, Not AOC: Concurrently enrolled and all other COC students in the same sections) in the Spring semesters.

Comparing the retention rates for Spring 2001 and Spring 2002, AOC students had a slight increase of one percent. AOC retention rate for the Fall 2000 to Fall 2001 semester; however, decreased slightly 96 and 93 percent, respectively. While the retention increase slightly from the Spring 2001 to Spring 2002 semester, retention rates show a decrease from the Fall to Spring semesters for both the 2000-2001 and 2001-2002 academic years.

Similarly, when comparing the success rates for Spring 2001 and Spring 2002, AOC students had a slight increase of three percent from the Spring 2001 to Spring 2002 semester. However, the success rate decreased by nine percent from the Fall 2000 to Fall 2001 semester.

The success of concurrently enrolled AOC students was further analyzed disaggregating by ethnicity and gender for math and English courses. In Fall 2001, 10 course enrollments in math

(duplicated) were completed by Latino students concurrently enrolled at AOC. Of those, 70 percent (7 course enrollments) were completed with a grade of "C" or higher. See Tables 1 and 2, which show the number of course enrollments in math and English (duplicated) and the success rates by ethnicity.

AOC students enrolled in English to a much lesser degree than math. One reason could be that more high school level English than math courses are offered at AOC.

Ninety-eight course enrollments in math were completed by female students concurrently enrolled at AOC. Of those, 71 percent (70 course enrollments) were completed with a grade of "C" or higher. Women had higher success rates than did men for all semesters examined. AOC students enrolled in English to a much lesser degree than math. One reason could be that more high school level English than math classes are offered at AOC.

Analysis to examine the number of UC and CSU transferable units successfully passed by AOC students during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002 revealed the following for each term:

➤ Fall 2000

- Median number of UC / CSU units successfully passed: 3 units
- Fifty percent successfully passed between 1 and 3 units, 35 percent successfully passed between 4 and 6 units; 13 percent successfully passed between 7 and 9 units and 2 percent successfully passed between 10 and 12 units.

➤ Spring 2001

- Median number of UC / CSU units successfully passed: 4 units
- Thirty-four percent successfully passed between 1-3 units and 4-6 units (each), 24 percent successfully passed between 7 and 9 units and 9 percent successfully passed between 10 and 12 units.

➤ Summer 2001

- Median number of UC / CSU units successfully passed: 3 units.
- Sixty-five percent successfully passed between 1 and 3 units, 24 percent successfully passed between 4 and 6 units, and 11 percent successfully passed between 7 and 9 units.

➤ Fall 2001

- Median number of UC / CSU units successfully passed: 4 units.
- Forty-one percent successfully passed between 4 and 6 units, 36 percent successfully passed between 1 and 3 units, 19 percent successfully passed between 7 and 9 units, and 5 percent successfully passed between 10 and 12 units.

➤ Spring 2002

- Median number of UC / CSU units successfully passed: 6 units.
- Thirty-five percent successfully passed between 1 and 3 units, 33 percent successfully passed between 4 and 6 units, 23 percent successfully passed between 7 and 9 units, and 10 percent successfully passed between 10 and 12 units.

➤ AOC students present during Fall 2000, Spring 2001, Summer 2001, Fall 2001 and Spring 2002

- Median number of UC / CSU units successfully passed for all five terms: 27 units.

Analysis of the drop / add activity of AOC students as of 1st census date revealed that on average students are adding three courses (Fall 2000, Spring 2001, Fall 2001 and Spring 2002). The average number of drops is less than one per student.

Overall, AOC students are successfully completing college course work requirements identified by AOC as seen in the aforementioned retention and success rates. Although there is a pattern of retention and success rates decreasing from the Fall 2001 to Spring 2002 semester, albeit smaller than the prior academic year, consideration can be given to exploring ways to provide additional support services designed to help minimize the decrease in retention and success rates from the Fall to Spring semester.



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